STELLAR SUSTAINABILITY REPORT

2025/26

STELLAR EDUCATION

Promises Kept and Values Upheld
The Stellar Way

External Report | For Public Circulation

Contents

01 Executive Summary 4

02 At a Glance 6

03 Our Strategy and Outlook 9

- 3.1 Objectives 10
- 3.2 Vision and Goals 10
- 3.3 Leadership Perspective 11
  - 3.3.1 Co-Founder and Managing Director 12
  - 3.3.2 Head — Sustainability and Strategic Growth 13
- 3.4 The Stellar Way and Leadership Structure 14
- 3.5 Core Values 17
- 3.6 Operationalising Stellar 2.0 18

04 Transparency and Accountability 19

- 4.1 Our Approach to Transparency and Accountability 20
- 4.2 Academic Achievements 21
- 4.3 Curriculum Integration 24
- 4.4 DAS Academy 30
- 4.5 Sustainable Growth and Our People 32

05 Environmental Stewardship 33

- 5.1 Earth Day 35
- 5.2 Green Flag Eco Warriors 37
- 5.3 Clean-Up Drives 37
- 5.4 Planting and Growing Projects 38

Contents

06 Social Impact 39

6.1 Creating Value 41
6.1.1 Employee Well-being 42
6.1.2 Faculty Enrichment Programmes 43
6.2 Social Sustainability 45
6.2.1 StellarTalks 47
6.2.2 Alumni 49
6.2.3 Investiture Ceremony 51
6.2.4 Mother's Day 53
6.2.5 World Peace Day 54
6.2.6 International Day 56
6.2.7 Reading Week 57
6.2.8 Pink Day 59
6.2.9 Children's Day 60
6.2.10 Student Picnics and Field Trips 62
6.2.11 Kuwait National Day 64
6.2.12 Kindergarten Graduation Ceremony 67
6.2.13 Grade 12 and Class 12 Farewell 69

07 Future Goals and Targets 71

08 Summary of the Organisation's Sustainability Journey 74

Executive Summary

01

Executive Summary

This report sets out how Stellar schools affect the people and places around them: students, staff, families, the wider community and the environment. Academic results and finances are only part of that picture. Each year, the report records what we set out to do, what we achieved and where we fell short. This gives our leadership a sound basis for decisions and lets our school communities hold us to our word. Reporting on the same areas every year also lets us measure progress over time.

The theme of this report, "Promises Kept and Values Upheld the Stellar Way", reflects a year that tested our values. Our first value, Honour Our Word, holds that a promise made in good times must hold in difficult ones. When the regional conflict moved teaching online, our schools kept their promise to families: no child's education stopped. Respect People meant treating every student, family and staff member with dignity and care through the disruption. Excellence with a Sense of Urgency showed in how quickly our schools moved online, because a year of a child's education cannot be repeated. The theme runs through this report, from the leadership letters to each school's account and our commitments for AY 2026–27.

Measured against the Sustainable Development Goals

The United Nations Sustainable Development Goals (SDGs) are 17 goals adopted by all UN member states, including Kuwait, in 2015 as a shared plan for people, planet and prosperity by 2030. We use them as the charter for all our sustainability initiatives. Each section is tagged with the goals it supports, so readers can see how the everyday work of our schools contributes to global priorities.

SDG 3	SDG 4	SDG 11	SDG 13	SDG 17
Good Health and Well-being	Quality Education	Sustainable Cities and Communities	Climate Action	Partnerships for the Goals
Sport, well-being, events Sections 4.4, 6.1, 6.2	**Learning and results** Sections 4.2, 4.3, 6.1	**Environment and community** Sections 5, 6.2.1	**Environment** Section 5	**Partnerships** Sections 3.6, 6.2.1

At a Glance

02

AT A GLANCE

Stellar Education was established in 2003. Over two decades, it has grown into a network of six schools in Kuwait, together with DAS Academy, our sports, fitness and skills programme.

2003
Established

6
Schools in Kuwait

The philosophy of our founders remains the foundation of the Group: that funds entrusted to us should educate as many children in the region as possible, in well-resourced schools, so that a love of learning is passed from one generation to the next; and that investing in young people is an investment in the countries they will go on to serve.

Stellar Education's growing network of schools includes:

- **Creative Children International School (CCIS) (est. 2003):** Specialises in tailored education for students with special needs and disabilities.
- **Canadian Bilingual School (CBS) (est. 2007):** A Middle States Association-accredited school offering a bilingual American Common Core curriculum.
- **Indian Central School (ICS) (est. 1994):** A CBSE-affiliated school focusing on holistic development of mind, body and spirit.
- **Pakistan English School (PES) (est. 1995):** Offers Oxford and Cambridge curricula from kindergarten to Class 8, with IGCSE and FBISE options from Class 9 onward.
- **Aspire Indian International School (AIIS) (est. 2020):** A premium Indian school offering both CBSE and IGCSE curricula, with a strong emphasis on holistic growth, values and 21st-century skills.
- **Aspire Bilingual School (ABSK) (est. 2021):** A bilingual early childhood and elementary school following the American AERO common core curriculum, emphasising creativity, inclusivity and identity development.

Reporting Period

Each of our schools reports on its own academic year, AY 2025–26, which depends on its curriculum. DAS Academy reports on its 2025–26 programme year.

School / Programme	AY 2025–26
CBS, ABSK and CCIS	September 2025 to May 2026
ICS	April 2025 to March 2026
AIIS – CBSE section	April 2025 to March 2026
AIIS – IGCSE section	September 2025 to May 2026
PES – FBISE section	April 2025 to March 2026
PES – IGCSE section	September 2025 to May 2026
DAS Academy	September 2025 to August 2026

Reporting period by school and programme, AY 2025–26.

All schools had their summer break from June to August 2026.

AY 2025–26: Keeping Learning Going

Our schools follow different curricula, so their academic years start and end at different times (see the table above). Each school spent most of its year on campus, with full classrooms, busy corridors and families attending celebrations and milestones.

At the end of February 2026, as the regional conflict spread, government orders closed school campuses across Kuwait. Within days, all our schools were teaching online. For CBS, ABSK, CCIS and the IGCSE sections of AIIS and PES, this meant the last three months of the academic year, from March to May 2026. For ICS, the CBSE section of AIIS and the FBISE section of PES, it meant only March 2026, the last month of their year. Their AY 2026–27 also began online, in April 2026; next year's report will cover that period. For DAS Academy, the summer brought students back together on campus for sports at Summer Camp 2026.

This was possible because we were prepared. Teachers already used Microsoft Teams and our school platforms every day, and staff were trained to teach and assess online. Each school adapted in its own way. CCIS continued both teaching and therapy online. CBS moved online at once, with lessons continuing as scheduled and attendance largely steady. At ICS, Kindergarten children joined action songs, storytelling and phonics sessions with their parents' support. PES split its Primary classes into morning and evening shifts, and AIIS kept students engaged with virtual competitions, quizzes and assemblies. ABSK held its graduation ceremonies and parent-teacher conference online. Throughout, our teachers, students and families held to one promise: that no child's education would stop.

Our Strategy and Outlook

3.1 Objectives

3.2 Vision and Goals

3.3 Leadership Perspective

3.4 The Stellar Way and Leadership Structure

3.5 Core Values

3.6 Operationalising Stellar 2.0

03

OBJECTIVES, VISION AND GOALS

Rooted in The Stellar Way, our approach places people, partnerships and progress at the centre of everything we do. Through this report, we aim to:

- Account for our performance across three dimensions: academic, social and environmental.
- Strengthen the communities our schools serve, across ages, abilities, nationalities and backgrounds.
- Build environmental responsibility as a learned habit in students, not as an annual event.
- Widen opportunities for students and staff to volunteer their time, talent and skills.
- Deepen long-term partnerships with families, service providers, investors and local organisations.

Vision and Goals

Our Vision

To bring the Stellar Education learning experience to the forefront of education in the Middle East.

Our Purpose

Sustainable investment in education that nurtures individual responsibility.



LEADERSHIP PERSPECTIVE



K. O. Mathew

Co-Founder and Managing Director
Stellar Education



Stephanie Mathew-Thomas

Head – Sustainability and Strategic Growth
Stellar Education

CO-FOUNDER AND MANAGING DIRECTOR

Dear Members of Our School Community,

Every school year leaves its mark on us. This one tested us in ways none of us expected.

For most of the year, our campuses were full. Students took their oaths as new leaders, spoke at StellarTalks, welcomed families on International Day and celebrated their graduations with proud parents.

Early in 2026, as tension spread across our region, our classrooms fell silent almost overnight. Within a day, they came alive again on screens in homes across Kuwait. Teachers used to raised hands and quiet corrections found themselves speaking into a screen, yet still found ways to reach every child. Parents became classroom assistants at kitchen tables. Our youngest learners held their morning assemblies through a laptop screen, while our older students led discussions, sat examinations and presented projects from home. Exams were set and marked online, and graduations were watched on screen with the same pride as if families were sitting in the front row.

This year has made me deeply proud of this Group. When it mattered most, our people kept our promise to Honour Our Word to the families who trust us. That trust was earned in the hardest weeks of the year: as the region grew uncertain, our schools moved to online classes within days, so that no child's education was interrupted. Honour Our Word is the first value of The Stellar Way; this year, our teachers, staff and parents lived it every day.

The year also reminded me what an education ecosystem is. It is not buildings, timetables or technology, important as those are. It is a web of relationships: students and families we serve, teachers and staff who deliver learning excellence, service providers supporting our operations, and those in leadership who steward the future of each of our institutions. When one part came under strain, the others strengthened their support. That is what sustainability means for an institution: relationships that hold when tested.

Looking back, I believe this year taught our students valuable lessons. They learned that plans can change overnight, and that learning does not have to stop when they do. They learned patience, self-discipline and the value of a teacher's voice, even through a screen. The year taught us something as an organisation, too: the readiness that carried us through was not built in a week. It was built over years of quiet investment in our people, our systems and our relationships, long before we knew how much we would need it.

Kuwait's vision for its future rests on its people. We see our part in that plainly: to raise young people who think for themselves, adapt when the ground shifts, and care for those around them. This year, our students showed us they can do all three.

In the year ahead, we will keep investing where it matters most. That means our teachers' growth and well-being, the resilience to keep learning strong, and facilities built to serve generations of students. We will grow only in ways that strengthen the quality and care our families experience. Sound finances, managed with discipline, allow us to keep these commitments year after year.

The year ahead will bring its own uncertainties. I am confident we will meet them as we met this one: together.

With warm regards,
K. O. Mathew
Stellar Education

HEAD – SUSTAINABILITY AND STRATEGIC GROWTH

Dear Readers,

To every member of our community reading these words: sustainability is a way of choosing, every day, what kind of future we are building.

Each year I ask myself a simple question: what does sustainability mean to us? Some would say the planet, but for us its meaning has evolved over the years. This year showed me the complete picture: we are trying to sustain the conditions in which a child can grow: a healthy environment, a safe and caring community, teachers who are supported to do their best work, and institutions, like ours, strong enough to keep their promises when times are hard. In a school, sustainability is all of these at once. When one weakens, the others feel it.

For most of the year, our schools did what they do best: full classrooms, busy auditoriums and families on campus for celebrations and milestones. We learned that lesson in the most direct way possible. When our campuses closed early in 2026, the questions were no longer theoretical: whether learning could continue, and whether the sense of belonging that makes a school a school could survive the distance. We rose to that challenge, supported by technology but driven by human connection. Teachers remained a steady, reassuring voice for students. Families made room in their homes and schedules. And students logged in, every morning, showing us that resilience is built together by a community.

I have come to believe that continuity is one of the truest forms of sustainability. A school that keeps learning alive through disruption protects far more than a timetable. It protects a child's confidence, a family's peace of mind, and a trust that took years to earn.

Our care for the environment carried on through all of this, and I am moved by how naturally it has become part of everyday school life across all six of our schools. At one school, students turned discarded materials into five new benches for their campus, and families across our schools created something new from what they might once have thrown away. None of these acts will change the world on its own. But repeated day after day by thousands of young people, they shape the kind of adults who will.

Sustainability must also look after the people who carry it. This year asked a great deal of our educators and staff, and their well-being can never be an afterthought. When we invest in their professional growth, listen to their concerns and recognise their effort, we are not being generous; we are protecting the heart of everything we do. We care for our people so that the decisions we make today keep our schools serving families for years to come.

Not everything went as we hoped. Online learning kept education moving, but it cannot fully replace the energy of a classroom, and many of our students felt the strain in their routines and their results. Some of our best-loved celebrations were quieter than usual. And while our schools do a great deal of good, we do not yet measure it as well as we should. We want to show not only what we did, but the difference it made.

The year ahead asks more of us, and more of me: to carry this accountability across every function of our schools, not only the parts that carry the word sustainability.

The pages that follow set out that record in full: what we set out to do, what we achieved, what we learned and where we go next. I invite you to read them not only as an account of the year behind us, but as a measure of the commitments we are prepared to be held to in the years ahead.

With gratitude,
Stephanie Mathew-Thomas
Stellar Education

THE STELLAR WAY AND LEADERSHIP STRUCTURE

The Stellar Way is how we work. It is the set of habits and commitments that shape decisions in every one of our institutions, from an admissions conversation to a board meeting. It exists because a group of schools is only as strong as the consistency of its promises.

Education as an ecosystem

We see each school as an ecosystem of four groups whose interests are tied together: the students and families we serve, the teachers and staff who deliver learning excellence, the service providers who support our operations and the shareholders and investors who make our schools possible. When these four groups trust one another, a school can withstand a great deal. This year proved it.



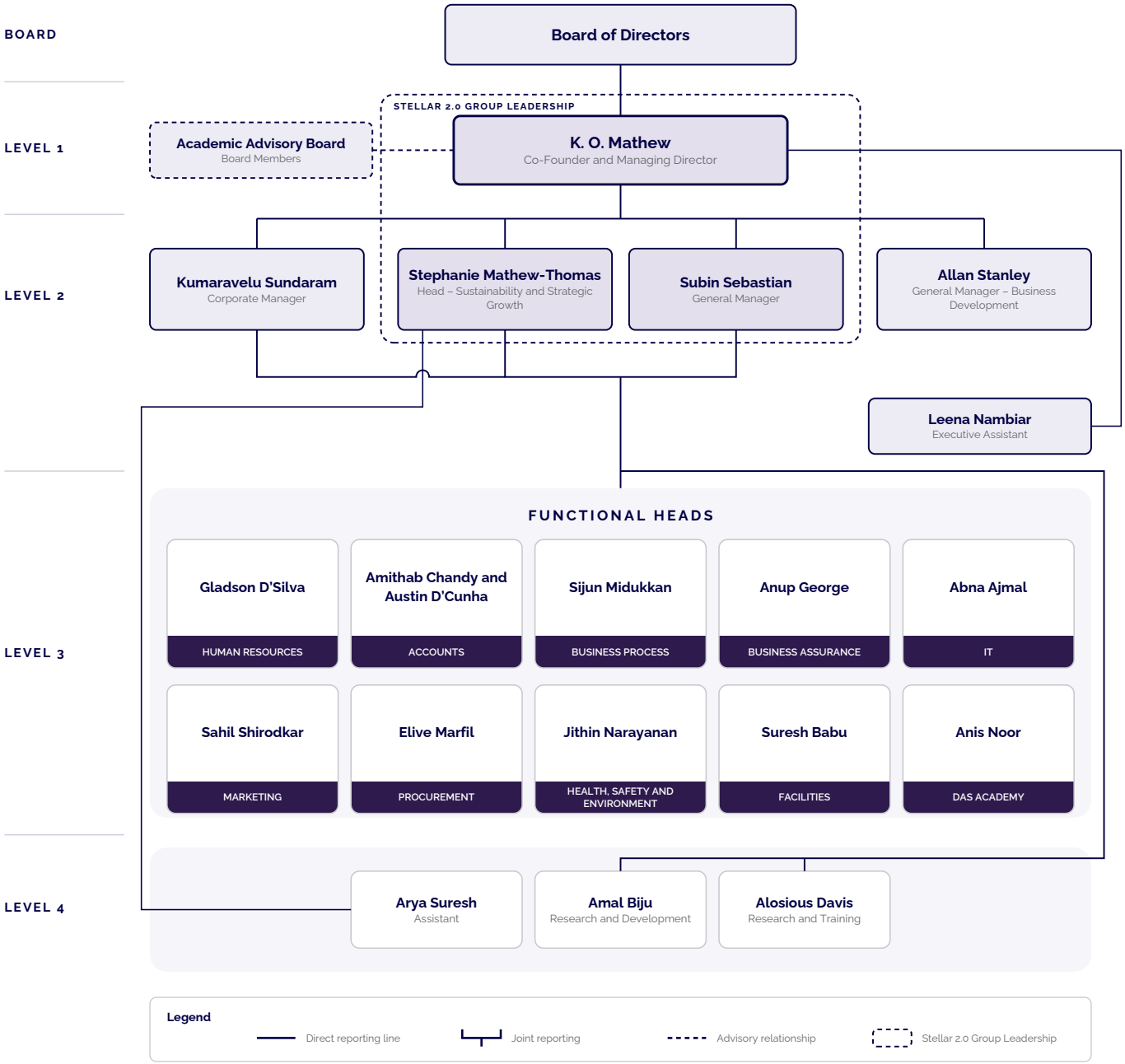
What the Stellar Way asks of us

It asks us to keep our promises, especially when circumstances make them harder to keep. It asks us to treat every role in a school as essential, from the classroom to transport, support services and the front office. It asks us to grow responsibly, so that growth strengthens quality rather than stretching it. And it asks us to measure ourselves honestly against what we said we would do.

In practice, the Stellar Way appears in ordinary places. It shows in steady investment in professional development and in long-term partnerships rather than short-term contracts. It shows in curriculum decisions based on what students need next, not on what is easiest to teach. And it shows in initiatives that involve students as participants rather than spectators.

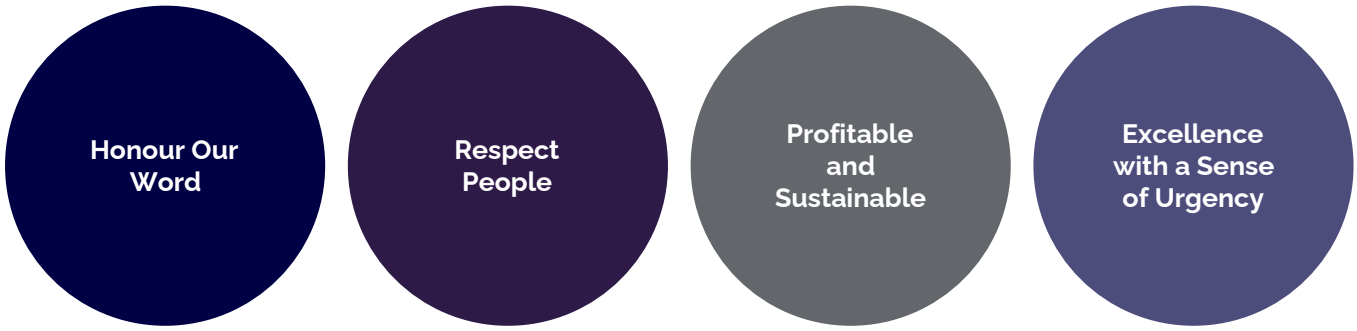
The years ahead will bring more change to education than the years behind us. Our response is not to chase every trend, but to stay clear about our purpose, invest steadily in our people and keep learning at the centre.




BOARD
Board of Directors
LEVEL 1
STELLAR 2.0 GROUP LEADERSHIP
Academic Advisory Board
Board Members
K. O. Mathew
Co-Founder and Managing Director
LEVEL 2
Kumaravelu Sundaram
Corporate Manager
Stephanie Mathew-Thomas
Head – Sustainability and Strategic Growth
Subin Sebastian
General Manager
Allan Stanley
General Manager – Business Development
Leena Nambiar
Executive Assistant
LEVEL 3
FUNCTIONAL HEADS
Gladson D'Silva
HUMAN RESOURCES
Amithab Chandy and Austin D'Cunha
ACCOUNTS
Sijun Midukkan
BUSINESS PROCESS
Anup George
BUSINESS ASSURANCE
Abna Ajmal
IT
Sahil Shirodkar
MARKETING
Elive Marfil
PROCUREMENT
Jithin Narayanan
HEALTH, SAFETY AND ENVIRONMENT
Suresh Babu
FACILITIES
Anis Noor
DAS ACADEMY
LEVEL 4
Arya Suresh
Assistant
Amal Biju
Research and Development
Alosious Davis
Research and Training
Legend
Direct reporting line
Joint reporting
Advisory relationship
Stellar 2.0 Group Leadership

CORE VALUES

Four values guide the Stellar Way.



Honour Our Word. We do what we say we will do, for students, families, colleagues and partners alike. A promise made in good times must hold in difficult ones; this is the value that carried us through the year just passed.

Respect People. Every person in our ecosystem deserves dignity, a fair hearing and the chance to grow. We measure respect not by what we say about our people, but by how they are treated on an ordinary day.

Profitable and Sustainable. Sound finances are not separate from our purpose; they are what make it possible. Careful stewardship of fees, resources and facilities is how we keep serving families year after year, and how we invest in what lasts.

Excellence with a Sense of Urgency. We aim high, and we act now. Good intentions carry little weight in a child's education, where a year cannot be repeated. We prefer timely improvement to delayed perfection.

Living the values

Values are tested in decisions, not in documents. Each year, this report shows how our schools have put them into practice.

OPERATIONALISING STELLAR 2.0

SDG 17 PARTNERSHIPS FOR THE GOALS

Stellar 2.0 is our model of shared leadership and accountability. As our network grew to six schools and DAS Academy, we needed a structure that could carry decisions consistently across every entity.

To achieve this, we added a new layer of Functional Heads between Group Leadership and School Administration. Each Functional Head applies industry standards and operational best practices within their function across all our schools. We see this as part of our sustainability journey: an organisation built on clear roles and distributed responsibility is one that can keep its promises as it grows.

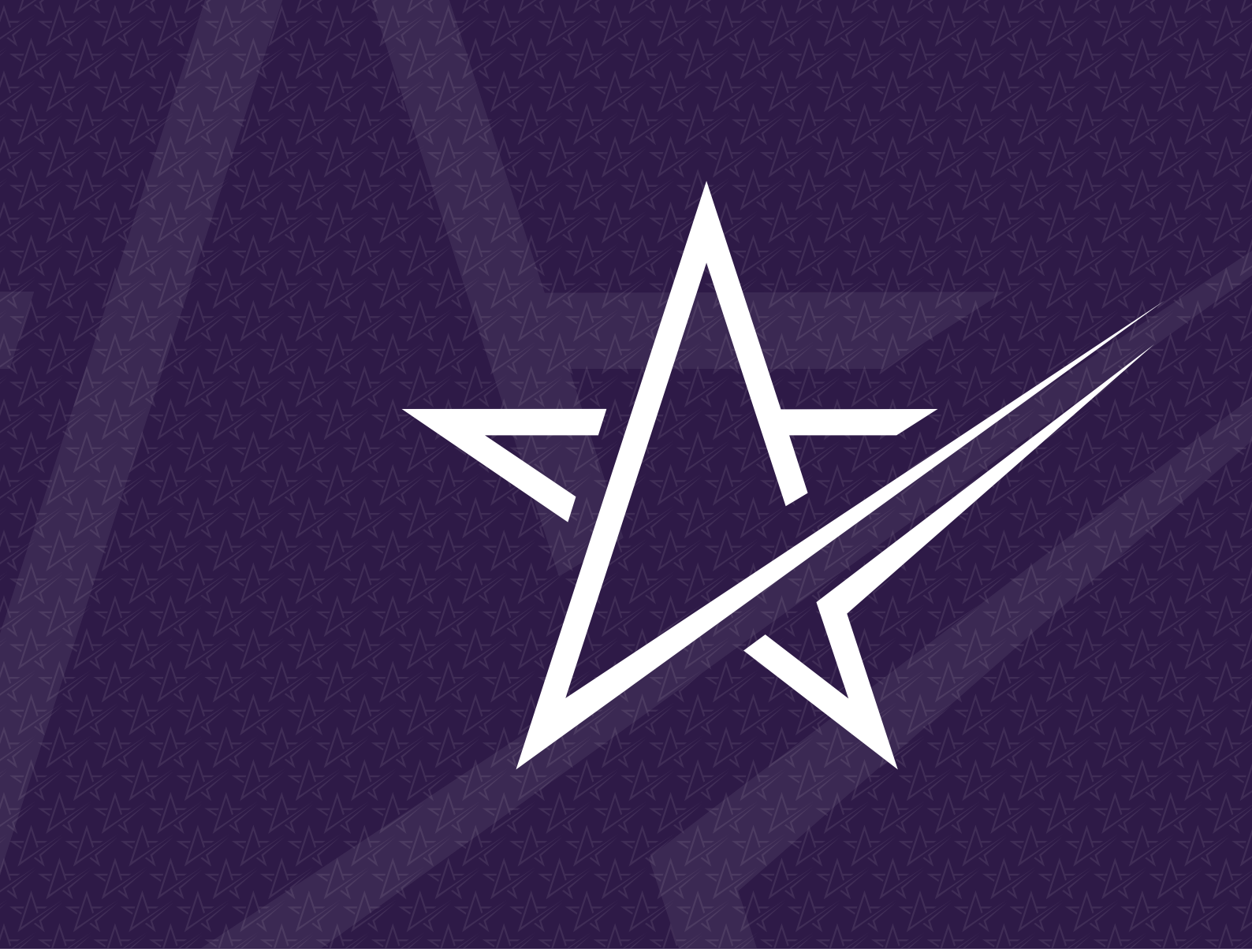
Objectives

The main objective is to make each person accountable for, and independent in, their own work. Stellar 2.0 supports this by:

- Creating a clear reporting system, so everyone knows whom to turn to for each kind of matter.
- Delegating authority to the level closest to the work, so decisions do not wait at the top.
- Applying one standard for each function across all schools, so good practice in one school becomes practice in every school.

Reporting structure





Transparency and Accountability

4.1 Our Approach to Transparency and Accountability

4.2 Academic Achievements

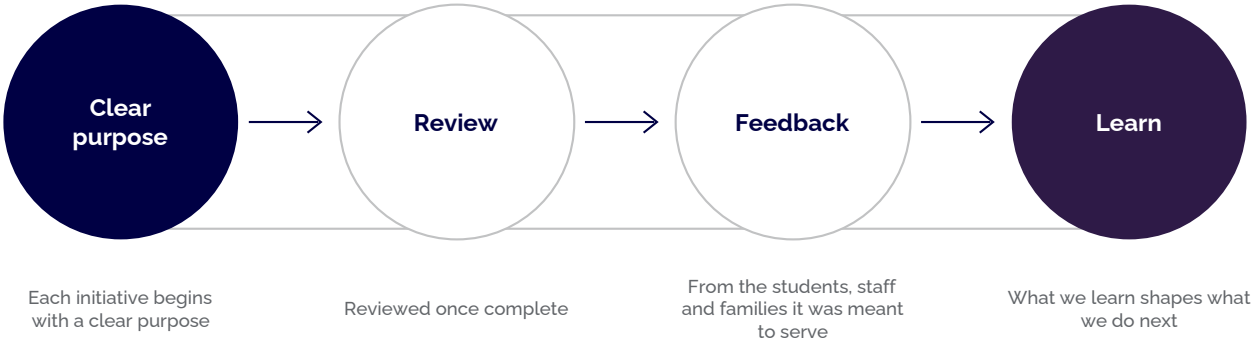
4.3 Curriculum Integration

4.4 DAS Academy

4.5 Sustainable Growth and Our People

04

OUR APPROACH TO TRANSPARENCY AND ACCOUNTABILITY



At Stellar Education, transparency and accountability shape how we lead, how we support one another and how we grow together. This section opens our year to view, covering the results our students achieved, the learning in our classrooms, the programmes that supported them and the resources behind it all. We report our progress in full, including the areas we are still developing.

Every initiative follows the same cycle. It begins with a clear purpose, agreed before work starts, so that everyone knows what success should look like. Once it is complete, we review it against that purpose and seek feedback from the students, staff and families it was meant to serve. Where a result fell short of our intention, the review shows us why, and that becomes our guide to doing it better.

We act on what we learn straight away. This is Excellence with a Sense of Urgency in practice. A year of a child's education cannot be repeated, so every improvement starts as soon as we see the need. It is also how we Honour Our Word, by measuring ourselves against what we said we would do.

These habits encourage careful decisions, give staff and students a shared stake in the outcome and build the trust our families place in us. That trust is the foundation on which every school in our Group stands.

ACADEMIC ACHIEVEMENTS

SDG 4 QUALITY EDUCATION

Creative Children International School

Academic and Social Progress Highlights

Creative Children International School is Stellar Education's school for students with special needs and disabilities. Each student follows an Individualised Education Plan (IEP): a personal plan, prepared with the family, that sets goals for the student's own next steps in communication, learning, independence and social skills.

In AY 2025–26, CCIS sustained its students' progress despite the regional conflict, which required a temporary move to online learning. Teachers, therapists and families worked together to keep each student moving towards their goals, on campus and online.

How to read the IEP results

Each IEP goal is set just beyond what the student can do today, so every goal achieved is a real step forward for that child. Progress is measured against the student's own starting point, not against a class average or a grade level. The success rate shows how far students met the goals in their plans during the year. Goals still in progress are reviewed with each family when the plan is renewed. It is not an examination pass rate and cannot be compared with results in mainstream schools.

IEP Success Rate

CCIS recorded an IEP success rate of 65% in AY 2025–26, compared with 70% in AY 2024–25. The year included several months of online learning, which is especially demanding for students who rely on hands-on support, daily routine and in-person therapy.

Unit	Success Rate
Red Unit	70%
Yellow Unit	50%
Blue Unit	75%

Creative Children International School: share of IEP goals achieved, by unit, AY 2025–26.

Each unit groups students with similar needs, and IEP goals are set to match:

- Red Unit: a modified academic curriculum with a life-skills programme, developing language, social and emotional skills, practical life skills and motor abilities.
- Yellow Unit: a modified academic curriculum with pre-vocational training and life skills, preparing students for vocational training and greater independence.

- Blue Unit: individualised teaching at each student's own pace, building confidence and, where appropriate, preparing students for inclusion in mainstream schools.

In the Yellow Unit, where goals focus on pre-vocational and practical skills, the success rate was 50%. Each goal achieved represents significant progress in skills students did not have before.

Canadian Bilingual School

Assessment Results

CBS students in Grades 10 to 12 achieved strong results in their internal assessments. More than half (55%) scored 90–100% and a further 34% scored 80–89%; none scored below 60%. Grade 11 was the strongest cohort.

Indian Central School

Annual and CBSE Board Examination Results 2026

ICS students in Classes 9 to 12 sat their annual examinations (Classes 9 and 11) and CBSE Board examinations (Classes 10 and 12) in February–March 2026. The highest mark in each class and stream ranged from 93.2% to 98.6%, with Class 12 Commerce recording the highest result.

Class / stream	Highest mark
Class 9	97%
Class 10	98%
Class 11 Science	95%
Class 11 Commerce	93.2%
Class 11 Humanities	97.5%
Class 12 Science	98.2%
Class 12 Commerce	98.6%
Class 12 Humanities	96.2%

Indian Central School: highest mark in each class and stream, annual and CBSE Board examinations, AY 2025–26.

Pakistan English School

FBISE Annual Results 2026: subjects with a pass rate of 80% or above, by class

Class	Subjects with a pass rate of 80% or above
9	Biology, English
10	Chemistry, Computer Science, English, Islamiat, Mathematics, Pakistan Studies, Physics
11 Science	Computer Science, English, Islamiat, Mathematics, Pakistan Culture
11 Commerce	English, Islamiat, Pakistan Culture
12 Science	Biology, Chemistry, Computer Science, English, Mathematics, Pakistan Culture, Pakistan Studies, Physics
12 Commerce	Banking, Commercial Geography, English, Pakistan Culture, Pakistan Studies, Principles of Accounting, Statistics

Pakistan English School: FBISE Annual Examination 2026, subjects in which 80% or more of students passed, by class.

Pass rates were highest in English (84.6–100%). Urdu (all classes except Class 11 Commerce) and Translation of the Holy Qur'an (Classes 9 and 11) also had pass rates of 80% or above.

Aspire Bilingual School

Grade	Average	Share at 80 or above
1	90%	90%
2	88%	86%
3	91%	92%
4	90%	93%
5	90%	93%
6	90%	94%
7	89%	95%
8	91%	97%

Aspire Bilingual School: student performance by grade, AY 2025–26.

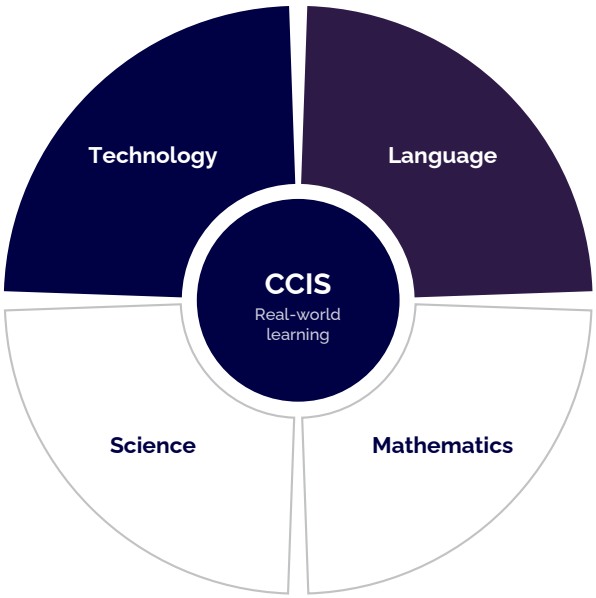
Across Grades 1 to 8, 91% of recorded scores were 80 or above, and 71% were in the Excellent band (90–100). Grade averages ranged from 88% (Grade 2) to 91% (Grades 3 and 8).

CURRICULUM INTEGRATION

SDG 3 GOOD HEALTH AND WELL-BEING · SDG 4 QUALITY EDUCATION

Creative Children International School

CCIS follows the Common Core Essential Elements Curriculum, an internationally recognised framework adapted for students with special educational needs. It sets accessible standards that help each student work toward grade-level expectations according to their own abilities. Through curriculum integration, learning connects academic concepts to real-world experience, building engagement, independence and functional life skills.



Language
Communication and functional literacy through everyday, real-world experiences.

Mathematics
Practical numeracy: money, measurement and everyday problem-solving.

Science
Observation and investigation through hands-on discovery.

Technology
Digital tools and interactive learning to build digital skills.

Language Integration

Language lessons build communication and functional literacy through everyday, real-world tasks rather than isolated drills. This year, students learned to recognise essential documents such as Civil IDs, passports and birth certificates, completed forms using their own information and read common traffic signs and symbols, building the confidence to use language purposefully in daily life.

Mathematics Integration

Mathematics is taught through practical, hands-on activities that apply numeracy to real life. Students solved everyday word problems, identified Kuwaiti coins and banknotes in money-management exercises and weighed objects and measured height in metric units, indoors and outdoors, strengthening the accuracy and confidence they need at school and at home.

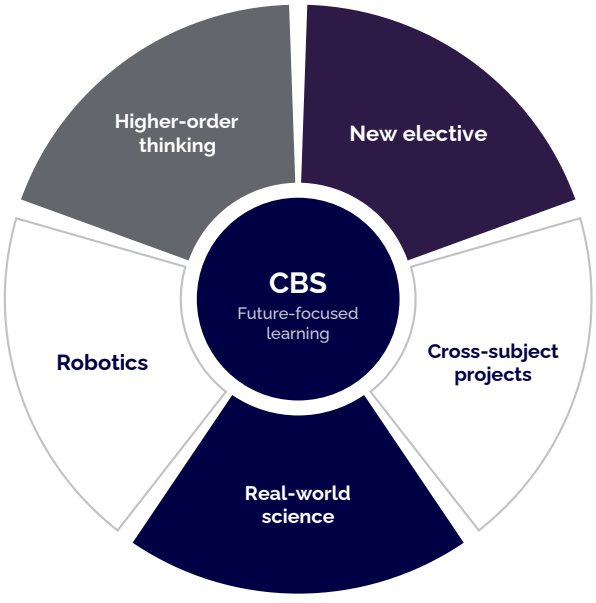
Science Integration

Science was explored through hands-on investigation rather than passive instruction. Students planted during Green Day to study plant growth and environmental responsibility, and collected rocks on field trips to compare their texture, colour and size. These activities encouraged them to ask questions, observe carefully and draw their own conclusions.

Technology Integration

Technology was woven into teaching across all grade levels to boost engagement and digital skills. Interactive educational games increased motivation and participation, and students gained hands-on experience with Canva, Movie Maker and barcode-creation applications, building creativity, digital literacy and confidence in using technology for learning and self-expression.

Canadian Bilingual School



New elective

Travel and Cultural Studies introduced for Grade 11.

Cross-subject projects

Social Studies and other departments created Canva-integrated digital work.

Real-world science

Weekly Chemistry and Physics labs and contemporary Biology case studies.

Robotics

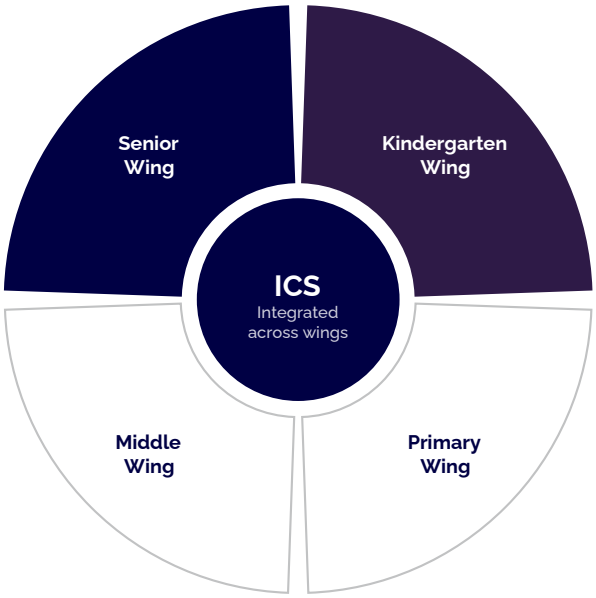
Hands-on STEM for Middle and High School, with awards at local and international competitions.

Higher-order thinking

Tasks built on analysis, evaluation and creative application; MAP results show measurable improvement.

In AY 2025–26, CBS focused its curriculum development on holistic, future-focused learning. A new Travel and Cultural Studies elective was introduced for Grade 11, while cross-disciplinary projects between Social Studies and other departments produced high-quality Canva-integrated digital work. Real-world learning was embedded across subjects, from weekly Chemistry and Physics labs to contemporary Biology case studies. The Robotics programme gave Middle and High School students hands-on STEM experience, with teams winning multiple awards at local and international competitions. Assessments increasingly targeted higher-order thinking, with MAP results showing measurable improvement as teachers designed tasks emphasising analysis, evaluation and creative application.

Indian Central School



Kindergarten Wing

Language, Number Work, Environmental Studies, Creative Arts and PE, joined through stories, songs, role-play, art and movement.

Primary Wing

Themes that join subjects: Plants and a Balanced Diet, through Science, Language, Mathematics and Art.

Middle Wing

Hands-on learning across four themes: Climate Change and Agriculture, Career Counselling, Culture Exchange, World Mental Health Day.

Senior Wing

Art Integrated Project (Classes 9 and 10), Inter-House Debate, Word Play, poster-making, quiz and the Annual Day.

Curriculum Integration

The Kindergarten Wing follows an integrated, child-centred approach that connects Language, Number Work, Environmental Studies, Creative Arts and Physical Education. Through stories, songs, role-play, art and movement, children develop cognitive, social, emotional, physical and creative skills. The purpose is to help young learners connect ideas, apply them to real life and grow in confidence and independence, with every child free to explore and develop at their own pace.

In the Primary Wing, integration helps children see that knowledge does not sit in separate boxes. Under the theme of Plants, students learned the parts of a plant in Science, drew them in Art, described them in Language and measured a plant's growth over a week in Mathematics. The theme of a Balanced Diet linked learning to well-being: students studied nutrition in Environmental Studies, wrote about healthy meals, presented classmates' favourite fruits as a graph and designed a healthy food plate. Revisiting one topic through several subjects improves recall, builds creativity and problem-solving, and gives students practice

in explaining what they have learned.

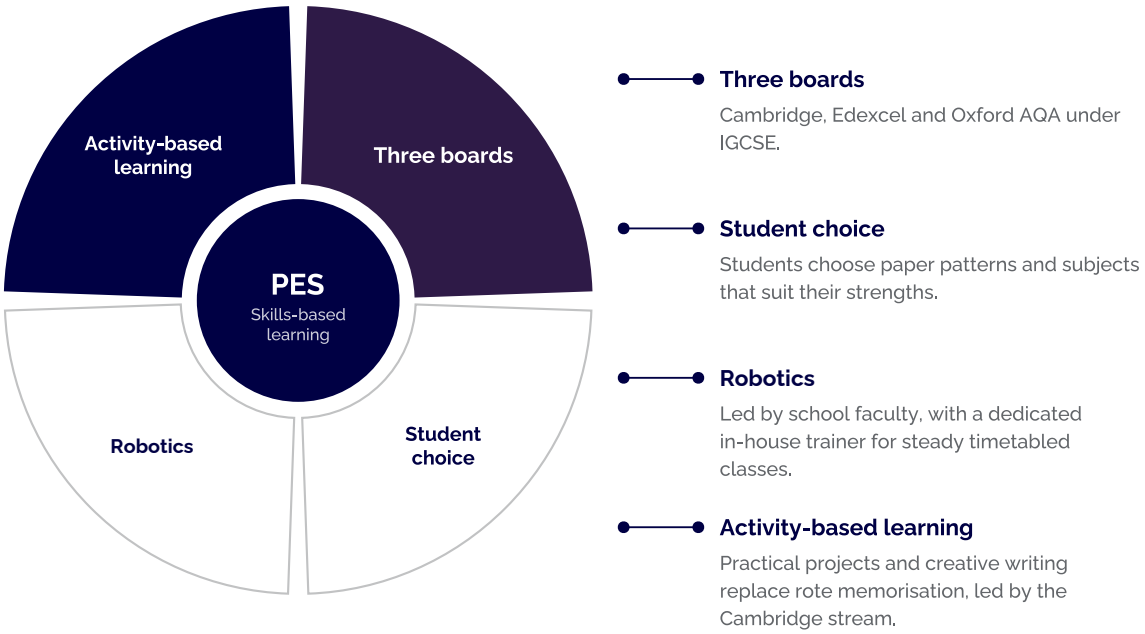
The Middle Wing linked classroom learning to issues students meet beyond school, through four themes. Climate Change and Agriculture connected science with sustainability. Career Counselling linked current subjects to future pathways. Culture Exchange nurtured respect for diversity in our international school community, and World Mental Health Day placed emotional well-being alongside academic achievement. Hands-on activities ensured that students engaged with, applied and reflected on what they learned.

In the Senior Wing, co-curricular activities helped students apply their knowledge independently while building communication, leadership and teamwork. Classes 9 and 10 completed an Art Integrated Project on West Bengal and Tamil Nadu, combining art, social science and language to build cultural awareness. An Inter-House Poster Making Competition on the theme 'The Power of Kindness' encouraged reflection on compassion and social responsibility.

To strengthen reasoning and language, Classes 11 and 12 debated whether technology makes people more distant or more connected, and the 'Word Play' competition developed vocabulary, spelling and pronunciation. The Annual Day, themed 'Dances from Around the World', celebrated dance as a universal language, and the General Quiz, 'The Battle of the Brighter Minds', encouraged curiosity and intellectual excellence.

Across all four wings, an integrated curriculum helped students connect ideas, apply knowledge to real life and grow in confidence, creativity and collaboration.

Pakistan English School

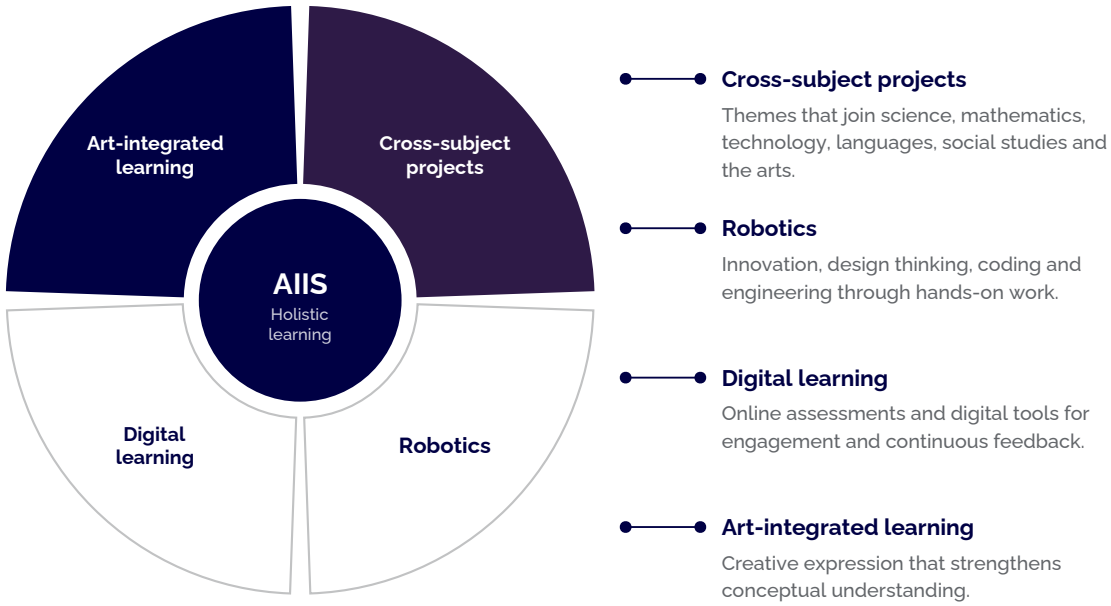


Pakistan English School offers a choice of examination boards and has refined its teaching approach. Offering Cambridge, Edexcel and Oxford AQA under IGCSE lets students choose the papers and subjects that suit

their strengths. Robotics is moving fully in-house, led by school faculty, with regular timetabled classes. The school is also replacing rote memorisation with activity-based learning, practical projects and creative writing, led by the Cambridge stream.

Learning also went beyond the classroom. After nearly a month of preparation led by senior science teachers, PES held a Science Exhibition. Students presented charts and working models across Physics, Chemistry, Biology and Computer Science, including a blood circulation model, a demonstration of lunar and solar eclipses and working electric motors, and many parents visited.

Aspire Indian International School



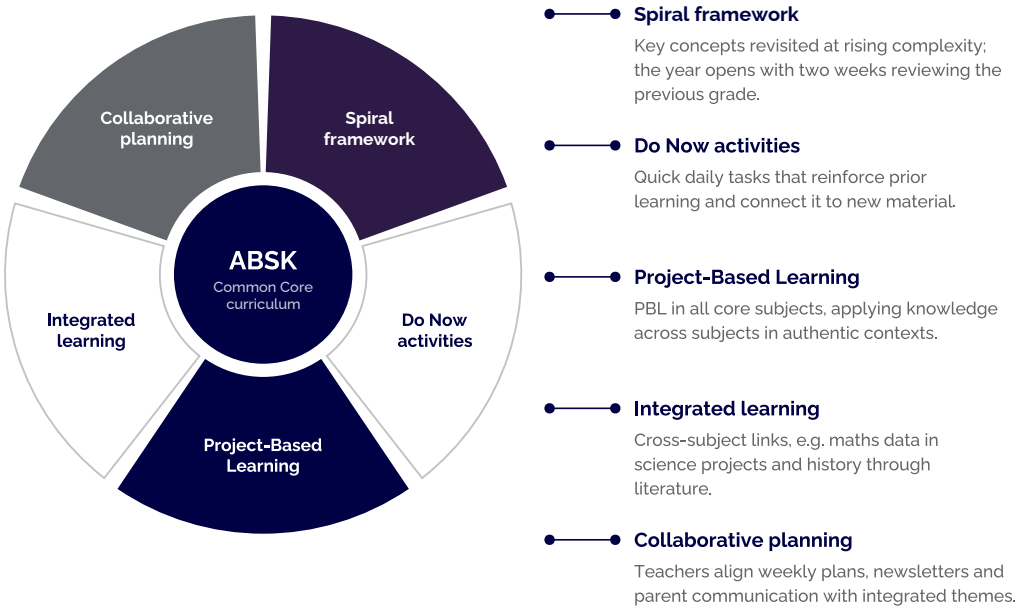
Curriculum Integration for Holistic Educational Development

At Aspire Indian International School, curriculum integration is central to a holistic education. Cross-disciplinary projects join science, mathematics, technology, languages, social studies and the arts around shared themes, so that students connect knowledge across subjects and apply it to real-world contexts.

Learning is experiential: students investigate, create, collaborate and solve problems rather than simply recall facts. Robotics lessons turn ideas into working solutions through design thinking, coding and engineering. Online assessments and digital tools keep students engaged and give teachers continuous feedback to personalise learning. Through art-integrated learning, students express ideas creatively and strengthen their understanding across subjects.

Together, these approaches build critical thinking, creativity, problem-solving, communication and collaboration, helping AIIS develop confident, responsible and future-ready learners.

Aspire Bilingual School



ABSK teaches the Common Core curriculum through a spiral framework, revisiting key concepts through daily Do Now activities and Project-Based Learning.

Spiral Framework

- Teachers intentionally revisit key concepts at increasing levels of complexity. The year begins with two weeks of planned reviews of the previous grade's skills, knowledge and understanding.
- Daily Do Now activities reinforce prior learning and connect it to new material.
- Project-Based Learning (PBL) in all core subjects allows students to apply knowledge across subjects, revisiting themes in authentic contexts.

Integrated Learning

- Cross-subject connections ensure students see how knowledge overlaps (e.g. maths data used in science projects, historical themes explored through literature).
- Collaborative planning encourages teachers to align weekly plans, newsletters and parent communication with integrated themes.
- Integration supports student engagement and prepares learners for real-world problem solving.

DAS ACADEMY

SDG 3 GOOD HEALTH AND WELL-BEING

SPORT-WISE DEVELOPMENT

Football | Basketball | Volleyball | Swimming | Badminton | Karate | Dance

PATHWAY

Beginner – Intermediate – Advanced

Grow	Develop	Engage	Sustain
Increase participation	Build athletes and coaches	Competitions and community	Long-term value

Expanding Horizons Through Sports, Fitness and Skill Development

About DAS Academy

DAS Academy is Stellar Education's sports, fitness and skills programme. It offers seven sports (football, basketball, volleyball, swimming, badminton, karate and dance), each building technical skill alongside teamwork, discipline, confidence and creativity.

A pathway for every student

DAS Academy is moving from activity-based participation towards a structured sports development model. Each sport follows a beginner, intermediate and advanced pathway, supported by professional coaching, clear skill progression and opportunities to compete.

Fitness for the whole family

The academy's family-friendly fitness centre extends its work to parents and families through parent–child activities, group sessions and family challenges that build fitness and healthy habits.

Summer Camp 2026

Students aged 3 to 16 joined Summer Camp 2026, held on campus, with professional coaching and structured training.

Programmes, priorities and vision

Looking ahead, the Academy's priorities are to strengthen its beginner, intermediate and advanced pathways, invest in coach training and certification, expand participation and accessibility, build a regular competition culture, track attendance, skills and fitness and improve facilities responsibly. Guided by its vision of "Building Active, Confident and Future-Ready Young People and Healthy Families Through Sport and Fitness," DAS Academy aims to grow participation, develop athletes and coaches, engage through competitions and community and sustain long-term value.

DAS Academy — Building the Future Through Sport, Fitness and Family.

SUSTAINABLE GROWTH AND OUR PEOPLE

Sustainable growth in education rests on two foundations: a growing community of families who choose our schools, and skilled, committed people to teach their children well. Stellar Education has grown steadily on both fronts, and in AY 2025–26 more families chose our schools, in a year taught partly online because of the regional conflict.

Our workforce has grown with our schools, keeping classes at a size that allows individual attention. We remain committed to developing our people and to national workforce participation.

Each year, we set aside dedicated funds for the training and professional growth of our teachers and staff, and for research and development in new teaching technologies and academic quality. This investment is the foundation for the next stage of our growth, in which AI-supported teaching and new approaches to learning will ask more of our educators than ever before.

Environmental Stewardship

5.1 Earth Day

5.2 Green Flag Eco Warriors

5.3 Clean-Up Drives

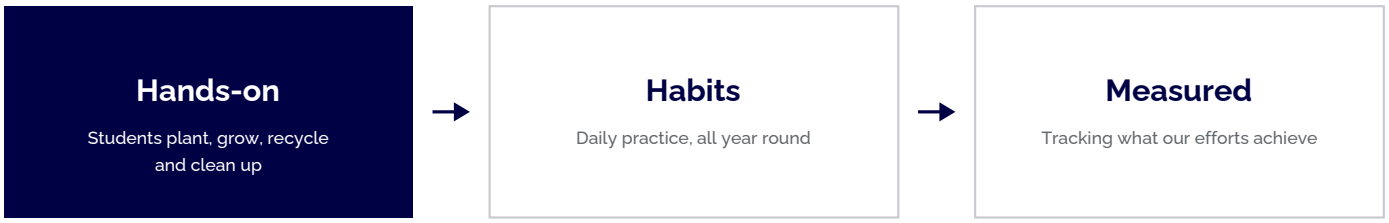
5.4 Planting and Growing Projects

05

ENVIRONMENTAL STEWARDSHIP

SDG 11 SUSTAINABLE CITIES AND COMMUNITIES · SDG 13 CLIMATE ACTION

At Stellar Education, environmental stewardship means teaching young people to care for the world they will inherit, and giving them real work to do while they learn. We see it as a responsibility shared by the whole school community: students who lead projects rather than watch them, teachers who bring the environment into everyday lessons, families who carry good habits home and campuses run to use energy, water and materials wisely. Our approach rests on three ideas. Learning should be hands-on, so students plant, grow, recycle and clean up rather than only read about it. Habits matter more than events, so we aim for daily practice. Progress should be measured, so our schools are beginning to track what their efforts achieve.



EARTH DAY

Canadian Bilingual School

During online learning, CBS marked Earth Day with a poster on protecting the planet and adopting responsible habits. Students shared creative work on conservation themes and reflected on how to make sustainability part of daily life.





Indian Central School

ICS marked Earth Day 2025 under the theme "Our Power, Our Planet", which encouraged clean energy and care for nature. Activities across the school included a special assembly and classroom poster-making, and a programme in which Class 12 students performed a mime on the effects of deforestation, water pollution and global warming, closing on a hopeful note about individual action. A dance performance showed the harmony between nature and humanity, and the programme left students and staff committed to living more sustainably.





Pakistan English School

Pakistan English School observed Earth Day to build environmental awareness among students of all ages. Through artwork, posters and classroom activities, students explored conservation, sustainable resource use and natural restoration.





Aspire Bilingual School

Earth Day was celebrated through a week-long series of activities culminating in school-wide reels, photos and projects shared by every class. Students explored the three Rs of sustainability — reducing, reusing and recycling — with particular emphasis on repurposing everyday items. Because of the regional conflict, celebrations moved online, with families and students creating sustainability projects at home from materials that would otherwise be discarded.





GREEN FLAG ECO WARRIORS

Canadian Bilingual School

The CBS Green Flag Eco Warriors led school-wide campaigns to cut single-use plastic, paper and energy use, including a full move to LED lighting. The team also built five benches from recycled materials for use across the campus. Fundraising supported the programme, and classroom sessions kept students engaged.





CLEAN-UP DRIVES

Pakistan English School

“No Littering” campaign

This year, PES focused on a “No Littering” campaign to build daily habits: keeping classrooms and grounds clean, disposing of waste properly and avoiding unnecessary paper use. Students were encouraged to extend the same care to their homes and communities.

PLANTING AND GROWING PROJECTS

Creative Children International School

Planting Day

On Planting Day, CCIS students added flowers and greenery to the school grounds. Along the way, they learned how plants grow and why green spaces matter, and practised everyday skills: following instructions, using tools safely and working with others.





Indian Central School

During Earth Day week, Class 5 and 6 students learned why the planet must be protected for future generations. Under the slogan “Help Our Earth to Breathe”, they planted flowering and medicinal plants at school. Along the way, they learned how to plant and care for saplings and what plants need to grow: sunlight, water, nutrient-rich soil and air. They also learned how trees and plants clean the air, support biodiversity and keep nature in balance, and why fruit-bearing and flowering plants matter. The activity left students with a simple message: every plant nurtured today is a step towards a greener tomorrow.













Social Impact

6.1 Creating Value

6.2 Social Sustainability

06

SOCIAL IMPACT

Creative Children International School

CCIS helps students build the skills and confidence to take an active part in society. Its programmes develop independence, self-esteem, communication and social skills, and its community work raises awareness and acceptance of disability.

Canadian Bilingual School

CBS students led a range of community initiatives this year. The Student Council organised charity drives, care-package distributions, a pet food donation campaign and a charity bake sale. The Green Flag team extended its work beyond the school through clean-ups.

Indian Central School

Indian Central School is committed to creating positive social impact by supporting student well-being and understanding emotional needs through inclusion, community participation and engagement with parents and staff. Year-long activities empower students and foster empathy, leadership and responsibility, while staff benefit from workshops and orientations focused on mentoring, professional development and staying current with CBSE methodologies. Parents are supported through orientations on curriculum changes, career guidance and parenting, all aimed at supporting and including every family. Together, these efforts build socially responsible individuals while strengthening relationships and respect for diversity, both within the school and the wider community.

Pakistan English School

As a long-established school, PES has shaped successive generations of its community. Its social footprint rests on trust, sustained academic engagement and an administration that serves parents and students alike. Today it serves families of many nationalities, and many former students now choose PES for their own children.

Aspire Indian International School

Through its “Cup of Kindness” initiative, AIIS teachers served tea to the school’s support staff, including drivers and helpers, in appreciation of their service. Students who saw these gestures learned gratitude, empathy and respect for every member of the school community.

Aspire Bilingual School

As one of our newest schools, ABSK has built its social footprint by bringing families into school life. Parents join classrooms as guest readers during Reading Week, volunteer on field trips and share their cultures at International Day and National Day celebrations. These shared moments are building a close, bilingual school community in which families and teachers work side by side.

CREATING VALUE

Creative Children International School

CCIS creates long-term value by equipping students with the skills and experience they need for life after school. This year's graduates have moved on to a specialised centre for further learning, are preparing to join a new centre when it opens, or continue to develop at home with the support of family.

Canadian Bilingual School

CBS creates value by investing in its people, programmes and culture across the school. Teacher development initiatives, new electives and the expansion of the Robotics and Public Speaking programmes reflect a school that goes beyond academic delivery to build well-rounded, future-ready learners. The Star Teacher nomination process shows CBS's commitment to recognising and developing talent. Students and staff are recognised weekly, monthly, quarterly and annually, reflecting a shared belief that true value lies in the long-term growth of the whole CBS community.

Indian Central School

Indian Central School fosters value-based education that enhances quality of life and builds lasting bonds through effective mentoring. For students of many nationalities studying under the CBSE curriculum, ICS is a home away from home that goes beyond the three Rs, preparing them for future roles in society with strong opportunities for academic and social growth. Skill subjects are woven into the timetable in recognition that no single approach suits every learner, while 21st-century skills such as communication, creativity, confidence and collaboration are built into both classroom and co-curricular life. Cultural celebrations reflect the school's diversity, touching the lives of thousands of students and parents each year through a lasting focus on holistic development.

Pakistan English School

Pakistan English School creates lasting value by blending educational heritage with modern excellence, drawing on decades of institutional experience. By nurturing multiple generations through experienced educators, a supportive administration and infrastructure, the school fosters discipline, academic excellence and lasting community trust. Its commitment extends well beyond traditional teaching to building a positive environment where moral character and social responsibility can thrive, shaping students into well-rounded, confident individuals who are prepared for life far beyond the classroom.

Aspire Indian International School

Through the "Meals for Smiles" programme, AIIS students shared meals and snacks with the school's support staff, including drivers and helpers. The programme built gratitude, empathy and respect for the dignity of labour.

Aspire Bilingual School

ABSK creates value by investing in its students and staff alike. After-school clubs in Science, Sports and AI, expanded in response to parent requests, give students new ways to discover their interests. For staff, the GOOSE Rewards programme and the Sunshine Committee recognise effort and support well-being, helping the school keep the teachers who know its students best.

EMPLOYEE WELL-BEING

SDG 3 GOOD HEALTH AND WELL-BEING

Canadian Bilingual School

Employee well-being is part of CBS's organisational values, with the school recognising that a positive, inclusive workplace supports employee satisfaction, teamwork and performance. Several staff engagement activities took place this year: a breakfast meet-up at Villa Fayrouz, the Winter Friend Game, a staff lunch and a desert outing at Julai'a featuring music, cuisine and local cultural traditions. CBS also recognises staff achievements through end-of-year appreciation and rewards. Together, these initiatives strengthened connections among colleagues.

Indian Central School

ICS recognises teachers who achieve full attendance across the year. Staff also celebrated Onam together, decorating with a traditional pookalam and welcoming colleagues in festive attire. Together, these moments of recognition and celebration build a strong sense of belonging and show staff that their commitment is noticed and valued.

Aspire Indian International School

AIIS places great importance on staff well-being, recognising that a positive work environment supports both professional excellence and student success. Throughout AY 2025–26, Teachers' Day was celebrated with special programmes, cultural performances and recognition, and Eid was marked with respect for its cultural and religious significance. A staff picnic in Kuwait's public parks each January or February and a summer luncheon in June brought colleagues together, while staff with 100% attendance were recognised with an annual award. Additional staff lunches on special occasions encouraged informal connection. Together, these initiatives reflect AIIS's ongoing commitment to a supportive, appreciative workplace that strengthens retention and collaboration.

Aspire Bilingual School

Staff appreciation is expressed consistently throughout the year, with thank-you notes shared after each event. Milestones such as birthdays, the birth of children, the start of Ramadan and International Day are celebrated together, alongside end-of-semester staff functions — including desserts and coffee and a staff luncheon, which was moved earlier this year because of the regional conflict. These shared moments recognise staff as people as well as professionals, helping to build a warm, connected team in which everyone feels appreciated and part of the ABSK community.

FACULTY ENRICHMENT PROGRAMMES

SDG 4 QUALITY EDUCATION

CCIS — Creative Children International School

- Workshop on AI in education
- Brain Gym workshop

CBS — Canadian Bilingual School

- Formative assessment, differentiation and blended learning
- Trauma-informed practice and resilience-building

PES — Pakistan English School

- 3 major training sessions
- MS Teams and School Information System orientation
- Digital assessment with Google Forms

AIIS — Aspire Indian International School

- 12 CBSE-aligned development sessions
- Paid Cambridge Professional Development workshops
- 5 British Council sessions

ABSK — Aspire Bilingual School

- Orientation week before school
- Monthly workshops, October to February
- Grade-specific training sessions

Creative Children International School

In AY 2025–26, CCIS staff attended specialised workshops to strengthen teaching and student outcomes. A workshop on the use of Artificial Intelligence in education introduced innovative digital tools and practical applications to support lesson planning, classroom engagement and personalised learning. A Brain Gym workshop equipped staff with movement-based strategies to improve concentration, coordination and learning readiness. Together, these programmes reflect CCIS's ongoing commitment to equipping educators with effective, practical strategies for meeting students' diverse needs.

Canadian Bilingual School

CBS staff took part in professional development on instructional strategies, educational technology, assessment and support for diverse learners. Topics included formative assessment, differentiated instruction, project-based learning, blended learning, trauma-informed practice and positive behaviour support.

Pakistan English School

Three major training sessions were organised for faculty this year. Newly appointed staff were introduced to MS Teams and the School Information System through an orientation session. A significant number of teachers attended an online McGraw Hill webinar, "How Learning Happens: Fact Meets Fiction," receiving Certificates of Participation for the pedagogical insights gained. Following the school's transition to online learning, a further session trained faculty in designing digital question papers, collecting responses and compiling results using Google Forms, delivered separately for the Primary and Middle and Higher sections. These sessions reflect the school's ongoing investment in equipping staff with the skills needed for effective, technology-supported teaching.

Aspire Indian International School

AIIS invested in staff professional growth during AY 2025–26, running twelve CBSE-aligned development sessions covering classroom management, ICT integration, inclusive education, joyful mathematics and future-ready teaching practices, alongside dedicated workshops on differentiation, AI-enhanced assessment and teacher wellbeing. For Cambridge IGCSE staff, the school invested in Cambridge Professional Development workshops in Primary Science, combined ESL/Science/Mathematics and ICT, complemented by five British Council sessions covering teacher resilience, AI-enhanced assessment and analysis, differentiation and inclusion, project-based learning for real-world skills and disciplinary responsibility. Spanning classroom practice, technology, wellbeing and professional conduct, these programmes reflect a deliberate, year-round investment in teacher capability.

Aspire Bilingual School

Professional development began with an orientation week before the start of school, covering curriculum expectations, teaching strategies, the staff handbook and supervision procedures. From October to February, structured training continued through monthly staff workshops, software training from the IT Department and curriculum resource training from McGraw Hill. Sessions covered areas including curriculum expectations, teaching and learning strategies, classroom management, the School Information System and MS Teams, Smartboards, phonics and reading and lesson planning, with grade-specific sessions organised by KG1–2, Grades 3–5 and Grades 6–8 to reflect differing curriculum needs. Each session focused on research-based practice, with teachers completing reflection sheets and follow-up check-ins to support implementation. Following the shift to online learning, training was redirected toward online expectations and digital teaching practices.

SOCIAL SUSTAINABILITY

CCIS — Creative Children International School

- Inclusive education and long-term support
- Family guidance, counselling and training

CBS — Canadian Bilingual School

- Coffee with the Principal and parent-teacher conferences
- Student Council and Guidance
- Parent satisfaction survey

ICS — Indian Central School

- Year-round events for every stakeholder
- Online learning to keep education uninterrupted
- Traditional Dress Day

PES — Pakistan English School

- More than 27 nationalities
- Open relationship with parents

AIIS — Aspire Indian International School

- Over 30 nationalities
- PTMs, workshops and storytelling sessions
- DAS Digest newsletter

Throughout this section, each event is reported for what it does for our school communities: the chance it gives students, staff and families to come together around a shared purpose.

Creative Children International School

CCIS promotes social sustainability through inclusive education and long-term support systems for students with special needs. The school's adaptive learning environment and differentiated curriculum address diverse learning needs, helping students build essential academic, social and life skills, while transitional programmes support preparation for vocational opportunities, community participation and independent living. Ongoing professional development strengthens staff's ability to support and advocate for students with disabilities, ensuring high-quality, responsive education throughout the school. CCIS also supports families through guidance, counselling, training and open communication: a partnership that builds stronger support systems and encourages parents to take an active part in each child's progress.

Canadian Bilingual School

CBS is committed to building a socially sustainable school community where every student, teacher and family feels valued, heard and supported. Consistent investment in staff development, inclusive student programmes and parent engagement — including parent-teacher conferences, Coffee with the Principal and class visit invitations — cultivates an environment built on respect and shared purpose. Initiatives such

as the Student Council and Guidance programme nurture social and emotional foundations alongside academic achievement. This is reinforced through regular social media coverage, the school's monthly newsletter, an updated website, a parent satisfaction survey and community celebrations throughout the year.

Indian Central School

Social sustainability at ICS is promoted through initiatives that strengthen belonging, participation, inclusion and community connection. Events such as the Investiture Ceremony, Reading Week, Pink Day, Annual Day, Kuwait National Day, Grandparents Day and the Class 12 farewell bring the school community together: students lead and perform, families share in their children's milestones and Grandparents Day welcomes three generations on campus. When bad weather or the regional conflict closed the campus, ICS students continued learning online until it was safe to return. Cultural diversity, emotional development and social values are further nurtured through co-curricular activities and Traditional Dress Day, keeping the school's social fabric intact and built on respect and shared responsibility.

Pakistan English School

At PES, social sustainability is part of how the school runs and supports its community, with a welcoming environment where staff and students feel supported, included and encouraged to grow. This includes investing in staff professional development, digital skills and overall well-being. With a community representing more than 27 nationalities, the school places high value on mutual respect, continuous learning and collaboration across all levels, while an open relationship with parents helps students grow into thoughtful, responsible global citizens.

Aspire Indian International School

At Aspire Indian International School (AIIS), social sustainability is central to its educational philosophy, rooted in strong relationships, inclusion and mutual respect. With students representing over 30 nationalities, the school fosters global citizenship and a deep sense of belonging through celebrations, collaborative learning and community engagement. During AY 2025–26, AIIS organised a wide range of programmes that strengthened social bonds among students, parents, staff and the wider community. Each celebration gave a different part of the community a role. Mothers took part in the Mom's Style Award on Mother's Day, students organised the International Day of Peace assembly for their peers, Graduation celebrated students' milestones and Eid and Kuwait National Day brought together families of more than 30 nationalities. Parental involvement grew through PTMs, workshops and storytelling sessions, while the DAS Digest Newsletter supported communication and celebration of achievements.

STELLARTALKS

Celebrating Voices

SDG 11 SUSTAINABLE CITIES AND COMMUNITIES · SDG 17 PARTNERSHIPS FOR THE GOALS

Canadian Bilingual School

At its heart, StellarTalks at CBS was a stage built for students to speak in their own voices. From the opening welcome to the final speech, students carried the programme themselves. They had been trained to lead every segment, host the discussions and hold the room with confidence, rather than simply perform from a script. Their inspirational speeches addressed real concerns in their own words. In the panel discussion on youth well-being, they sat not as passive listeners but as equal voices alongside Her Highness Sheikha Intisaar Al-Sabah and Ms. Razan Al-Jaian, exchanging views on mental and physical health as peers. Their poise, their pacing and their readiness to engage openly with distinguished guests reflected months of preparation in public speaking and critical thinking. StellarTalks became less an event staged for students and more an event led by them.





Aspire Indian International School

StellarTalks 2026 was held at the AIIS auditorium, on the theme “AI Leap: Imagine, Innovate, Inspire.” The event created a platform for students to explore AI’s transformative role in education, innovation and society.

Seven schools took part, with school leaders and senior faculty joining nearly 650 Senior Wing students and around 30 teachers. Ms. Stephanie Mathew-Thomas, Head – Sustainability and Strategic Growth, spoke on StellarTalks as a platform nurturing communication and future-ready thinking. The highlight was a panel discussion led by guest speaker Mr. Vishal Edward Khan, Founder of Infinity Business Solutions, alongside AIIS student panelists discussing AI’s ethical implications and career opportunities.

A mime performance, “Control – Life with AI” by the AIIS Mime Team, added a creative touch on ethical balance in a tech-driven world. The event closed with a felicitation ceremony and a vote of thanks.

Watch the StellarTalks video









Principal, St. Stephen's College, Delhi

As part of holistic student development, AIIS hosted Dr. John Varghese, Principal of St. Stephen's College, Delhi, for a session titled "Preparing Future Leaders." His address inspired students to embrace leadership rooted in excellence, service, humility and faith — values that sustain both individuals and communities. Drawing on the journeys of distinguished alumni including Dr. S. Jaishankar and Dr. Shashi Tharoor, Dr. Varghese illustrated how integrity, resilience and moral courage define lasting leadership. He also shared his own story of perseverance, underscoring the transformative power of mentorship. Concluding with a reflection on AI and human potential, he reminded students that no technology can replace a purposeful, thinking mind.









ALUMNI

SDG 17 PARTNERSHIPS FOR THE GOALS

Canadian Bilingual School

CBS takes great pride in the lasting bonds it builds with its graduates over the years. Alumni remain an integral part of the community long after graduation, returning to visit, mentor current students and share their professional journeys during the annual Career Day, where their real-world insights prove invaluable to students exploring future paths. Every other year, CBS hosts a dedicated Alumni Reunion celebrating the school's history and reconnecting graduates with the community that shaped them. This enduring relationship reflects the strength of the CBS experience and the lifelong values it instils in every student who passes through its doors.





Indian Central School

ICS Forever, the alumni association of Indian Central School, conducted three sessions this year under its "Big Brother Big Sister Programme" — an initiative connecting former students with the current generation to share experience, guidance and insight.

The first two sessions, held for Class 9 and Class 11, focused on pursuing interests and hobbies, maintaining mental and physical well-being, career growth and adapting to changing lifestyles. Alumni shared personal experiences and encouraged students to speak openly and reflect on their own goals. The third session, held for Class 9, centred on Career Awareness and Exploration, helping students understand different career pathways, identify their strengths and think more clearly about their future.

Across all three sessions, students had the chance to interact freely with alumni, ask questions and learn from real experiences — strengthening the bond between past and present generations of the school.




Pakistan English School

The Alumni Reunion took a different format this year — rather than hosting former students at an external venue, the event was held on campus in a larger third-floor room, giving alumni a chance to reconnect with their own school. Attendance filled the hall to capacity. Pakistan English School maintains a lasting bond with its graduates; several alumni, now parents themselves, expressed plans to enrol their own children, and many current students are already children of alumni or joined through their referrals.




INVESTITURE CEREMONY

SDG 3 GOOD HEALTH AND WELL-BEING · SDG 4 QUALITY EDUCATION

Canadian Bilingual School

Each year, CBS marks the launch of its Student Council with a formal Investiture Ceremony held in the school auditorium following the annual Student Council elections. The ceremony brings together students from Grades 3 through 12, parents and school administration to celebrate student leadership. At its heart is the swearing-in of the Head Boy and Head Girl from Grade 12, and the Deputy Head Boy and Deputy Head Girl from Grade 11, who take a formal oath to serve their community with integrity and dedication. The ceremony sets the tone for the year, instilling pride and purpose in every student leader.





Indian Central School

The Investiture Ceremony celebrated the appointment of new student leaders, opening with the lighting of the ceremonial lamp and cultural performances. The new Supreme Council was then inducted. The Head Boy and Head Girl then took the Oath of Office, pledging to uphold the school's values of leadership, teamwork and community spirit.







Pakistan English School

The PES Investiture Ceremony for AY 2025–26 opened with a March Past, a Holy Qur'an recitation and the Kuwaiti and Pakistani national anthems. This was followed by an introduction to the Student Council's vision. School leaders and faculty presented sashes, badges and flags to newly appointed student leaders, including the Head Boy, Head Girl and other office bearers, who then took their Oath of Office. The ceremony closed with speeches from the Head Boy and Head Girl and a vote of thanks.







Aspire Indian International School

Aspire Indian International School hosted its 4th Investiture of the Student Council and Appreciation Ceremony for its CBSE section. The ceremony commenced with a soulful Qur'an rendition, the Kuwait National Anthem and a serene lamp-lighting ceremony symbolising knowledge and enlightenment. The highlight was the March of Merit, where newly elected council members received badges of honour. The celebration featured cultural performances and Hall of Academic Fame awards, concluding with a vote of thanks and the Indian National Anthem.





MOTHER'S DAY

SDG 3 GOOD HEALTH AND WELL-BEING · SDG 4 QUALITY EDUCATION

Canadian Bilingual School

During online learning, CBS marked Mother's Day with a social media post honouring mothers, and Elementary students created drawings and artwork to thank them.





Indian Central School

ICS celebrated Mother's Day across the school. Students presented handmade cards to thank their mothers, and children and mothers performed songs together, including a candlelight song dedicated to mothers.





Aspire Indian International School

Aspire Indian International School celebrated Mother's Day. The programme featured choir performances, fashion shows by LKG students and a fusion dance and Zumba performance by UKG students, along with games, spot prizes and the Mom's Style Award. The event concluded with a vote of thanks and the Indian National Anthem.

WORLD PEACE DAY

SDG 3 GOOD HEALTH AND WELL-BEING · SDG 4 QUALITY EDUCATION

Indian Central School

ICS marked World Peace Day across the school. Primary students took part in a poster-making competition promoting peace, harmony, unity and mutual respect, creating posters with messages of peace and kindness, and winners received certificates. Classes 7 and 8 gathered in the auditorium for a session on the relevance of peace and harmony, reflecting on the importance of living together with empathy for all beings; students shared personal experiences of peace in today's world, guided by the theme "One World, One State, One Community" as a goal to pursue throughout their lives. Marking solidarity with the UN's International Day of Peace, senior students held a Peace Day Assembly under the message "Act now for a peaceful world, because tomorrow is shaped by what we do today." The programme featured speeches, messages of compassion and respect, an exchange of origami peace cranes and a skit on the ingredients of peace, aiming to inspire students to become future peacemakers, and closed with the message that peace lives in everyday acts of truth and active listening.







Aspire Indian International School

AIIS marked World Peace Day in both its Kindergarten and its Cambridge IGCSE section. Kindergarten children came to school dressed in white, a symbol of peace; teachers led discussions on kindness, friendship and living together peacefully, and in an art activity the children turned their handprints into a dove of peace. Year 4 and 5 IGCSE students organised a special assembly themed "Act Now for a Peaceful World." The event opened with a warm welcome address on the importance of peace, followed by a Qur'an recitation, the Kuwait National Anthem and a school prayer led by the choir. A moving recitation of "There Will Come Soft Rains" by Sara Teasdale highlighted the futility of war, complemented by the song "Light a Candle for Me." Students then presented a skit on resolving conflict through kindness, alongside a graceful dance. The assembly closed with a call to lead with empathy and a vote of thanks.





INTERNATIONAL DAY

SDG 3 GOOD HEALTH AND WELL-BEING · SDG 4 QUALITY EDUCATION

Canadian Bilingual School

Each CBS class represented a different country through decorations, displays, presentations, traditional food and student-led activities. Students toured the classrooms to learn about customs, landmarks and traditions.





Aspire Bilingual School

Students prepared for International Day by researching a chosen country and bringing it to life through posters, songs, dances and decorated classrooms and corridors. Parents were welcomed with a showcase of music, dance and a parade of nations before touring classrooms with “passports,” earning a stamp at each stop. With more than 500 parents in attendance, the event was a success, with families impressed by the students’ presentations, poetry and performances.





READING WEEK

SDG 3 GOOD HEALTH AND WELL-BEING · SDG 4 QUALITY EDUCATION

Creative Children International School

Reading Day

Reading Day promoted literacy and a love of reading among students of all abilities. Storytelling, shared reading, picture books, audio stories and reading circles ensured that every student could take part.





Canadian Bilingual School

Reading Week was celebrated with a special gathering that brought together students from different grade levels in the school gym for Young Authors' Day. Older students shared favourite stories with younger students, creating an enjoyable and interactive reading experience for everyone involved. Activities included listening closely to stories and predicting their endings, encouraging imagination, critical thinking and comprehension skills. In some Elementary classes, parents volunteered as readers. These events helped foster a love of reading while promoting collaboration and positive relationships among students and parents, reflecting CBS's commitment to strong literacy skills.





Indian Central School

ICS celebrated reading across the school. In Kindergarten, children practised phonic sounds, word families and simple words through enjoyable classroom activities that improved pronunciation, sound recognition, vocabulary and reading confidence, with continuous guidance and encouragement from teachers; students showed real improvement in their reading abilities. Primary classes celebrated a Reading Fortnight with storytelling sessions, read-aloud activities and library visits, building an appreciation for books and their role

in developing knowledge and creativity. Middle-school classes held a full week of intensive reading activities to build a lasting reading habit and strengthen fluency and comprehension. For Classes 4 to 12, Reading Week aimed to build fluency, vocabulary and comprehension: Read Aloud sessions, a Book Swap Table, creative writing competitions, quizzes and library visits made the week interactive and engaging, leaving students with a renewed appreciation for books.




Aspire Indian International School

AIIS celebrated reading and storytelling across both wings this year. The CBSE Classes 1 and 2 hosted "A Magical Visitor – Storytelling Week", inviting parent storytellers into classrooms to narrate stories using expressions, props and voice modulation, strengthening the bond between school and home. Separately, the IGCSE wing marked Reading Week with story-reading sessions for Years 1–5 led by parents, alongside poem and newspaper reading that built students' expressive, linguistic and critical-thinking skills. Together, these initiatives nurtured a love of reading, imagination and home-school collaboration across the school community.




Aspire Bilingual School

Reading Week for KG to Grade 8 began with the Reading Committee creating and displaying motivational posters in both English and Arabic, and continued with 36 guest readers visiting classrooms to share favourite stories with students. Alongside a book fair, a school-wide reading challenge encouraged each class to read as many books or pages as possible, with progress tracked and celebrated. The challenge concluded with a pizza party for the winning classes, while guest readers received certificates in appreciation of their support. Photos and videos of the celebrations were shared across class chat groups and social media.





PINK DAY

SDG 3 GOOD HEALTH AND WELL-BEING · SDG 4 QUALITY EDUCATION

Aspire Indian International School

Breast Cancer Awareness Assembly

The Cambridge IGCSE wing of AIIS hosted a Pink Day assembly to raise awareness of breast cancer, opening with a Holy Qur'an recitation and the Kuwait National Anthem. A poignant mime titled "Journey of Strength," performed by Years 7 and 8, depicted the emotional and physical challenges faced by patients, underscoring the importance of family and community support. An informative video explained the significance of pink as a symbol of awareness, followed by a recorded message from a medical professional on the value of early detection. The assembly closed with a reminder that breast cancer calls for collective action, not just symbolic support.





Aspire Bilingual School

ABSK students from Kindergarten to Grade 8 marked Pink Day during Breast Cancer Awareness Month, with a focus on cancer awareness. Dressed in shades of pink, students joined teachers and school nurses in activities highlighting health and community support, with themed pink foods and drinks.





CHILDREN'S DAY

SDG 3 GOOD HEALTH AND WELL-BEING · SDG 4 QUALITY EDUCATION

Indian Central School

ICS celebrated Children's Day across the school. In Kindergarten, the celebration opened with an assembly featuring a morning prayer, songs and group dances, followed by a colouring competition and class parties with snacks, music, dance and games. Primary students recognised children's rights at an assembly held during a bagless day, gathering in the auditorium with their teachers to watch a short film about Children's Day. Middle-school classes took part in value-oriented activities, with teachers explaining the significance of the day and giving students cards as tokens of appreciation, to promote communication and healthy relationships.





Pakistan English School

PES celebrated Children's Day in its Kindergarten, Primary and Middle sections. Class teachers organised hands-on activities in their own classrooms, with students creating charts, working models and posters, alongside simple speeches and short performances presented to their peers.





Aspire Indian International School

The AIIS Kindergarten Department celebrated Children's Day. The day commemorates the birth anniversary of India's first Prime Minister, Pandit Jawaharlal Nehru, known as "Chacha Nehru" for his love of children. Activities included "Crazy Hair Day", with children arriving with imaginative hairstyles, and the sharing of food.





STUDENT PICNICS AND FIELD TRIPS

SDG 3 GOOD HEALTH AND WELL-BEING · SDG 4 QUALITY EDUCATION

Canadian Bilingual School

As part of the school's picnic programme, each grade level visited a different educational or recreational destination. Trips included the Scientific Center and Aquarium, Othman Museum, National Geographic at Assima Mall, Escape Hunt and 312 Café, while Elementary School students separately visited the Scientific Center, Little Jungle and KidZania, among other venues. These outings let students explore science, history and problem-solving in hands-on, real-world settings and work together in teams.





Indian Central School

ICS organised picnics across the school. Kindergarten students went on a picnic to Kuwait Magic, taking part in rides, games and other activities with their classmates, which encouraged sharing, cooperation and social interaction. Classes 1 and 2 visited Kids Land and Classes 3 and 4 went to Hawally Park for games and recreational activities with their friends. Students from Class 5 to Class 8 enjoyed a picnic at Hawally Park that built peer bonding, teamwork and shared memories of travelling and spending the day together, and students of Classes 9 to 12 went to Hawally Park for rides, games and shared food and refreshments. Teachers supervised the students throughout.





Pakistan English School

As in previous years, students visited Hawally Park during picnic season for a well-earned break from the classroom. For safety, picnics for different classes were arranged in separate phases, each accompanied by a good number of teachers and counsellors to ensure students could enjoy themselves while staying completely safe throughout. The event ran smoothly from start to finish, offering children a refreshing outing that also helped strengthen their bond with the school and with one another.





Aspire Indian International School

Kindergarten Picnic to Hawally Park

A picnic to Hawally Park was organised for AIIS's youngest learners. The children sang along the way, played games, went on rides at the park and shared snacks packed by their parents. The picnic helped build social interaction, teamwork and confidence among the children.





Aspire Bilingual School

Every class enjoyed at least one field trip this year, with Sports Day at Mishref Sportsground counting as two trips for Grades 3 to 8. Students were accompanied by teachers, EAs, specialty teachers and parent volunteers, maintaining a safe 1:8 adult-to-student ratio throughout. Destinations included the Boulevard for KG1, a farm in Marouj for KG2, the National Geographic Exhibit for Grades 1, 4 and 5, the Aquarium for Grades 2 and 3 and KidZania for Grades 1 to 5, each offering hands-on learning.





KUWAIT NATIONAL DAY

SDG 3 GOOD HEALTH AND WELL-BEING · SDG 4 QUALITY EDUCATION

Creative Children International School

CCIS celebrated Kuwait National Day with themed activities, decorations and performances on Kuwait's heritage and culture. Students wore the national colours and took part in songs and performances that built pride and a sense of belonging.





Canadian Bilingual School

CBS's annual National Day Celebration brought together students, staff and families. The programme featured a variety of student performances on Kuwait's national heritage, and many parents attended.





Indian Central School

ICS celebrated Kuwait National Day to build children's awareness of its significance. Kindergarten students held an assembly featuring group dances, solo performances and songs, dressed in Hala February-themed outfits and accessories. Primary students celebrated Kuwait National Day and Liberation Day in an auditorium decorated with Kuwaiti flags and student artwork, with children dressed in traditional Kuwaiti outfits, from smart dishdashas to abayas with intricate Arabic embroidery. The celebration gave students the opportunity to learn about Kuwait's history and progress, reinforcing ICS's commitment to cultural awareness, national unity and respect for the country that has been home to many of its students.





Pakistan English School

Students marked Kuwait National Day by bringing national flags and dressing in special celebratory attire to honour the occasion, taking visible pride in the tradition and in their national identity. Due to the observance of Ramadan this year, the wider school-wide programme was scaled back considerably, with celebrations instead kept short and limited to individual classrooms across the different sections of the school.





Aspire Indian International School

AIIS conducted a Kuwait National and Liberation Day Assembly, honouring the sovereignty, heritage and national pride of Kuwait. The programme opened with a Qur'an recitation and translation, followed by the Salutation and Kuwait National Anthem. One student explained the day's significance in Arabic, and another translated the speech into English. The cultural segment featured dance performances by multiple levels, a Sword Dance symbolising courage and Kuwaiti tradition, an Arabic skit portraying wartime resilience and a French skit celebrating global cultural understanding. A Fashion Show by IGCSE and CBSE students added colour. The assembly closed with wishes for peace, prosperity and continued harmony in Kuwait.





Aspire Bilingual School

Students from KG to Grade 8 spent the month studying Kuwait's geography, history, culture, traditional games, food, attire and government in preparation for National Day. The decorated auditorium hosted student performances including songs, dances, plays, poems and a musical performance by a Kuwaiti band, while corridors and classrooms carried National Day decorations and many students wore the colours of the Kuwaiti flag. After the performances, families visited classrooms to share parent-donated food and cultural treats.





KINDERGARTEN GRADUATION CEREMONY

SDG 3 GOOD HEALTH AND WELL-BEING · SDG 4 QUALITY EDUCATION

Canadian Bilingual School

The Senior Kindergarten End-of-Year Graduation Ceremony was held this year in a modified format, in light of the regional conflict. Instead of a full-scale event, students and their families attended allocated time slots throughout the day. Each graduate wore a graduation gown, received a diploma and took part in a family photo session, marking the early learning milestones they reached ahead of primary school.





Pakistan English School

PES held separate Kindergarten and Primary (Class 5) graduation ceremonies. Kindergarten graduates recited poems on stage, and Class 5 students, wearing graduation attire, marked their move into the middle section. Parents attended both ceremonies.





Aspire Indian International School

The Kindergarten Department of AIIS celebrated Graduation Day under the theme "Yes, I Can," honouring the growth of its youngest learners. The ceremony opened by framing graduation as a transition rather than an ending, and guests were welcomed with floral tributes. The ceremonial Procession of Graduates, dressed in caps and gowns, was a poignant highlight, followed by a Qur'an recitation, the Kuwait National Anthem and a symbolic Lighting of the Lamp. Graduates recited the Graduation Pledge while holding illuminated lamps, before each child was honoured with a certificate and trophy. Cultural performances by LKG and UKG students closed a celebration of confidence and self-belief.





Aspire Bilingual School

Graduation ceremonies were held online this year. Families shared before-and-after photos of students, and the team used AI tools to create a presentation with voice-overs and music. Video preparation, scripts, e-invites, gown and colour selection and scheduled Teams meetings were all planned in advance for the virtual ceremony. The school celebrated its KG2, Grade 5 and Grade 8 graduates.





GRADE 12 AND CLASS 12 FAREWELL

SDG 3 GOOD HEALTH AND WELL-BEING · SDG 4 QUALITY EDUCATION

Canadian Bilingual School

The Grade 12 Farewell marked the end of school for the graduating class. Students wore their graduation gowns and toured the school, cheered on by students from other grades.





Indian Central School

Themed "Cherishing Memories, Embracing the Future," ICS bid farewell to its Class 12 AY 2025–26 batch in the "Adieu Class 12" ceremony. The ceremony opened with a Qur'an recitation, the Kuwait National Anthem and a candle-lighting symbolising hope and a bright future ahead. Students received guidance for their next chapter and encouragement for the Board examinations, and mementos were presented to each student as a token of remembrance and lasting connection to the school.





Aspire Indian International School

Aspire Indian International School hosted the Graduation and Farewell Ceremony for its first Class 12 batch (CBSE), themed "Metamorphosis". The ceremony opened with a recreation of the morning assembly, followed by the Lighting of the Ceremonial Lamp, a traditional Indian custom that marks an auspicious beginning. In keeping with the theme, the students' journey was likened to a caterpillar's transformation, and graduates received guidance for their Board examinations and beyond. Cultural performances by junior students preceded the Blessing Ceremony, where graduates held lit candles, followed by the Memento Distribution Ceremony. A vote of thanks closed the formal proceedings, followed by a farewell segment with games, music and a memory movie, and the release of the batch's Yearbook.





Future Goals and Targets

07

FUTURE GOALS AND TARGETS

SDG 3 · SDG 4 · SDG 11 · SDG 13 · SDG 17

CCIS **Creative Children International School**

80%

of students to achieve or exceed one major IEP objective each year

- Expand assistive technology
- Life-skills and vocational-readiness programmes for ages 14+

CBS **Canadian Bilingual School**

- Stronger results in Mathematics and Science
- Broader Robotics programme and new electives

ICS **Indian Central School**

- High academic standards
- Staff performance review

PES **Pakistan English School**

- Consistent instructional quality across all grades

AIIS **Aspire Indian International School**

5

key institutional goals

- Future-ready, competency-driven learning
- STEM, research and entrepreneurship

ABSK **Aspire Bilingual School**

- Measurable waste or paper reduction target

Creative Children International School

CCIS is committed to continuous improvement through clear future goals focused on strengthening student learning and independence. A key priority is reinforcing Individualised Education Plans by introducing more measurable academic targets in literacy, numeracy and communication, aiming for at least 80% of students to achieve or exceed one major IEP objective annually. The school also plans to expand its use of assistive technology, integrating adaptive tools and communication devices to better support diverse learning needs, alongside staff training in new technologies. In addition, CCIS aims to enrich its curriculum by developing life-skills and vocational-readiness programmes for students aged 14 and above.

Canadian Bilingual School

CBS enters AY 2026–27 with clear academic ambitions rooted in data, reflection and a commitment to continuous growth. Building on strong MAP performance and expanding subject offerings, goals centre on raising achievement across all grades, with particular focus on Mathematics and Science through targeted

support from the first quarter. CBS aims to deepen curriculum integration through expanded cross-disciplinary projects, a broader Robotics programme and new electives reflecting student interest and future career pathways. Staff development remains central, with professional learning communities refining instructional practice. Students will be empowered through goal-setting, self-assessment and mentorship structures that build agency and resilience.

Indian Central School

In AY 2026–27, ICS aims to maintain high academic standards, support students as they move between wings (from KG to Primary, Class 4 to 5, Class 8 to 9 and Class 10 to 11) and carry out a staff performance review.

Pakistan English School

Pakistan English School's core focus for the year ahead is to drive continuous progress across two key priorities. Instructional quality remains central, with strong, consistent academic delivery across all grades helping to earn community trust and attract prospective students. Faculty development will continue through partnerships with leading online learning platforms and targeted professional development courses, equipping teachers with modern methods to create a more dynamic, engaging classroom environment across the school.

Aspire Indian International School

AIIS has set five goals for AY 2026–27:

1. Inquiry-based, competency-driven learning.

2. Innovation through STEM, research and entrepreneurship.

3. Holistic development through programmes for mental health, fitness, the arts and leadership.

4. Teachers as leaders, through continuous professional learning and mentoring.

5. Stronger partnerships with parents, institutions and global platforms.

Each goal is supported by a detailed action plan spanning competency-based assessment, STEM exhibitions, wellbeing sessions, teacher training and community outreach. AIIS remains committed to a continuous journey of growth, reflection and excellence, regularly evaluating its practices, embracing innovation and aligning its teaching and learning with the National Education Policy 2020 and global educational trends.

Aspire Bilingual School

In AY 2026–27, Aspire Bilingual School will embed Reduce, Reuse and Recycle in everyday school life, setting a measurable waste or paper reduction target and reporting against it. ABSK will deepen its work with the Group outreach programme and UNESCO. Improvements to the school website will strengthen its digital presence and parent communication.

Summary of the Organisation's Sustainability Journey

08

SUMMARY OF THE ORGANISATION'S SUSTAINABILITY JOURNEY



Creative Children International School

At CCIS, sustainability is understood as a continuous, evolving journey rather than a one-time initiative. The school has taken intentional, practical steps to improve resource efficiency while maintaining the highest standards of care and education for every student. A key focus has been reusing adapted learning materials and sensory resources, helping reduce waste while still delivering individualised, effective support for students' learning needs. Ongoing maintenance practices have also improved water conservation and encouraged more responsible use of natural resources, while CCIS has made significant progress in its digital transformation, shifting many administrative and classroom processes onto digital platforms and reducing paper use across the school.

Canadian Bilingual School

CBS's sustainability journey in AY 2025–26 reflects a school whose sense of responsibility extends well beyond the classroom. Socially, CBS invested in its people, strengthening its Student Council and staff well-being and deepening parent and community engagement. Academically, new electives, enhanced assessment and a thriving Robotics programme reflect responsible resource stewardship. Together with High School community service, these efforts show that sustainability at CBS is a lived, ongoing culture, not a project.

Indian Central School

ICS's sustained efforts reflect a deep commitment to inclusive education, spanning Kindergarten to Higher Secondary under the CBSE board, alongside the NIOS curriculum offered on campus. Stakeholders remain focused on the well-being of students and staff, with ample space for professional growth and continuous improvement. Environmental initiatives such as Earth Day and Art Integrated Projects encourage responsible habits and conservation awareness, while social sustainability is supported through cultural celebrations, student activities, alumni engagement, parent orientations, counselling and career guidance — all strengthening relationships within the school community. Faculty enrichment sessions, monthly HOD meetings and workshops support continuous growth, as ICS works to build greater stakeholder participation and shape future citizens who contribute positively to the wider community.

Pakistan English School

Pakistan English School's sustainability journey this year reflects steady progress across environmental, social and institutional priorities. Environmentally, the school's "No Littering" campaign and Earth Day activities are instilling everyday habits of cleanliness, conservation and personal responsibility in students. Socially, a community representing more than 27 nationalities is supported through inclusive practices, staff well-being initiatives and a strong, lasting bond with alumni, many of whom now enrol their own children at the school. Faculty enrichment programmes in digital tools, pedagogy and assessment have strengthened teaching quality, while a full on-campus programme for most of the year and a swift move online when campuses closed ensured continuity of education despite the regional conflict. Looking ahead, the school remains focused on expanding enrolment, raising academic standards and investing in its people — a continued commitment to building a resilient, values-driven institution for its community.

Aspire Indian International School

AIIS's AY 2025–26 sustainability journey reflects a holistic commitment to environmental stewardship, social responsibility, health, cultural preservation and economic awareness, empowering students to become responsible global citizens. Environmentally, Earth Day activities, recyclable-material crafts and the Nurture Nature Club promoted the 3Rs and responsible consumption. Health and well-being were supported through World Health Day observances, hygiene and first-aid training, and regular sports, yoga and wellness programmes. Culturally, World Heritage Day and Foundation Day celebrations reinforced appreciation for heritage, tradition and belonging. Economically, AIIS promoted responsible resource use, digital adoption and financial literacy through entrepreneurship activities. Together, these initiatives built a balanced ecosystem nurturing compassionate, aware and future-ready students committed to sustainability in every aspect of life.

Aspire Bilingual School

School Development

ABSK introduced daily phonics books for KG students and expanded after-school clubs — including Science, Sports and AI clubs — in response to parent requests, alongside staff well-being initiatives such as the GOOSE Rewards programme and Sunshine Committee.

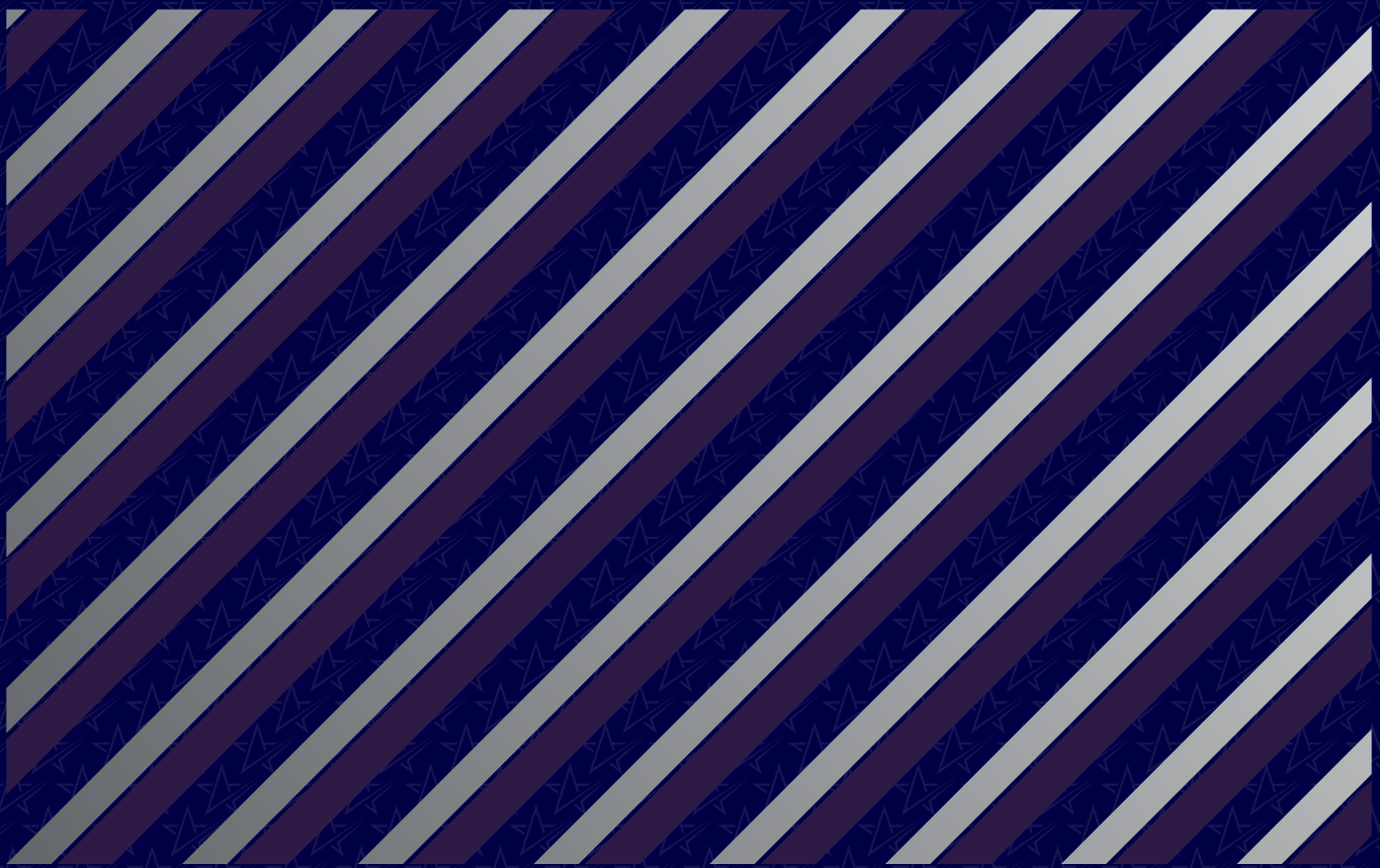
Staff training focused on ensuring clarity around curriculum expectations and delivery strategies, covering the School Information System, MS Teams, fire drills and quarterly online drills, alongside a continued emphasis on clear success criteria and learning objectives.

Parent Involvement and Engagement

Parent engagement remained a strong focus throughout the year. Open House introduced staff, classroom procedures and curriculum expectations to families, while Reading Week welcomed guest readers and encouraged parent attendance at the book fair. Twice-yearly Parent Engagement Sessions showcased student progress through maths games, writing performances, drama and choral reading, alongside reminders on the importance of reading and homework at home. Of the two planned Parent-Teacher Conferences, one was held in person and one online, combined with report card distribution to discuss each student's progress and next steps. Monthly newsletters from the office highlighted key topics and events, complemented by biweekly classroom newsletters covering core subject content and home-support strategies, while Instagram posts extended community outreach through event highlights and family testimonials.

STELLAR EDUCATION

Stellar Education · stellareducation.com · linkedin.com/company/stellaredu



SUSTAINABILITY REPORT 2025–26 (EXTERNAL)